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International Languages

*Curriculum
Guideline*


*Intermediate and
Senior Divisions
1990*

PART A: POLICY AND PROGRAM CONSIDERATIONS



Ministry
of
Education

Ontario



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PREFACE

International Languages, Intermediate and Senior Divisions, 1990 is divided into two parts:

- *Part A: Policy and Program Considerations;*
- *Part B: Program Development.*

This guideline supersedes the following Ontario Ministry of Education guidelines:

- *German S.15B (13), 1968*
- *Italian S.15D, 1968*
- *Italian S.15D (13), 1968*
- *Modern Languages I. and S.15, 1961*
(French, German, Italian, Russian)
- *Russian S.15C (13), 1968*
- *Spanish I. and S.43, 1964*
- *Spanish S.43 (13), 1968*

THE INTERNATIONAL LANGUAGES PROGRAM



THE INTERNATIONAL LANGUAGES PROGRAM

INTRODUCTION

The present document provides guidance for the organization of secondary school credit courses in international languages: that is, in modern languages other than the national languages – English and French – and Native languages. Individual guidelines exist for English, French, and Native languages.

Our province and its people have been enriched by many cultures and languages. In an effort to capture the potential value of this linguistic diversity and create a truly multicultural society and in an effort to promote the study of languages, the Ministry of Education encourages the teaching of any modern language in which students are interested. Secondary school credit courses in international languages are thus available both for students who are beginning to study a language for the first time and for those who already possess some facility in a language and wish to continue to study it for credit.

To permit this single document to accommodate the variety of international languages taught in Ontario secondary schools, the English language is used as a basis for the organization of the content section. Administrators who do not speak the language being taught will be able to follow the course on the basis of the English-language outline. Teachers, individually or co-operatively, will prepare their courses by adapting the organization of the English outline to the language they are teaching. School boards are encouraged to facilitate co-operation among teachers of the same language both within their board and across boards.

The language content outlined centres on communicative concepts and on the functions that students learn to perform within those concepts; these can be applied to any language. The grammar and vocabulary components, which are unique for

individual languages, will be determined by what each language requires for the gradual elaboration of the communicative concepts.

Communicative concepts, language functions, grammar, and vocabulary are not learned in isolation; they must be brought together by means of unifying themes. Themes will be chosen to suit the language content to be learned and the competence, interests, and maturity of the students. The cultural content of the program, which is not prescribed, will be introduced through appropriate themes.

Teachers will prepare content outlines for individual languages following the pattern provided in this guideline. Outlines should include, where appropriate, suggestions for teaching non-roman alphabets, tonality, and other elements particular to individual languages. The Ministry of Education encourages the sharing by boards of content outlines developed for international languages.

This guideline is designed to address a wide audience ranging from experienced teachers in established programs to teachers in newly initiated language programs who may not have had the opportunity for specific training in modern language teaching. Teachers can use the techniques and activities suggested in this guideline according to their individual needs.

AUTHORIZED CREDIT COURSES AND CODES

This guideline outlines principles for a three-year sequence in international languages at the basic, general, and advanced levels. In the advanced level, the third year constitutes the Ontario Academic Course.

While the sequence can be completed in three years, a fourth credit in a language can be offered at the Grade 12 level: this credit may be earned in a second Grade 12 basic level or general level course, or a second OAC. A distinct code is provided to identify these courses.

Teachers are encouraged to design two distinct courses for the Grade 12 basic or general level or the OAC, whether the school's language enrolment is large or small. Where the demand is large, the two courses can be offered in the same year. Where the demand is small, one of the two courses can be offered in one year and the other in the following year; each year's course is then new both to students coming out of Grade 11 and to students taking it as a second Grade 12 or OAC. This will permit students wanting a second Grade 12 or OAC credit to join the course being offered that year as the third course in the sequence; it will be new learning for them. Because the Grade 11 course at the same level is the only prerequisite, students may take the courses in either order to complete four credits. Principals and teachers will ensure that students select the appropriate Grade 12 or OAC credit.

Each of the two courses must reflect a balance of the four language skills and include the objectives outlined in this document as well as the content specified for the grade for which it is intended. Each course will have a distinct code and will be based on different reading materials, new listening, speaking, and writing assignments, and new cultural content. This will create some differences in the grammatical content that will need to be clarified for students. However, it is intended that they continue to apply the fundamental grammatical structures of the language rather than learn rarely used structures. The learning experiences offered in the additional course should increase and consolidate students' command of structure and vocabulary and their communicative competence.

The prerequisite for the Grade 12 courses or the OAC is the Grade 11 credit at the same level. While one Grade 12 or OAC credit cannot be made a prerequisite for the other, in schools where it is possible to offer two Grade 12 basic or general level courses or two OACs in the same year, individual students may be advised which course will best meet their needs.

The principal of a secondary school has the right to grant individual students exemption from a prerequisite course if their language competence makes exemption appropriate (see *Ontario Schools, Intermediate and Senior Divisions* [OSIS], section 5.6).¹

Each year of the sequence constitutes a single-credit course. Courses that are worth a half credit may be designed for any year and level other than the Ontario Academic Course, provided that such courses incorporate objectives in the four language skills, in language knowledge, and in culture. No courses worth less than a half credit are to be offered in international languages (see OSIS, section 4.5).

Because of the wide variety of languages included in this guideline and the diverse backgrounds of students beginning the credit sequence in each language, a uniform standard for proficiency at any grade or level cannot be established across languages or within an individual language. The OAC in Italian in one school, for example, may represent a different level of competence from that in another school; the Grade 12 general level credit in Chinese may represent a different level of competence from the one in Spanish. Proficiency expectations must be appropriate to the particular language and to students' background in that language; courses must be designed to challenge students to increase their present knowledge and skill.

The minimum criteria that an international language course must meet in order to qualify as a credit course are outlined below.

- The reading material must be new to the student.
- The listening, speaking, and writing assignments must be new to the student.
- The cultural topics selected for the course must expand the student's knowledge of the culture under study.
- The course must lead to growth in language knowledge and skills that is commensurate with 110 hours of study at the level of the course.

1. Ministry of Education, Ontario, *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements*, rev. ed. (Toronto: Ministry of Education, Ontario, 1989).

The successful completion of an international language course that has been repeated at a different level of difficulty may be granted a full credit provided that, in the judgement of the school's principal and staff (see OSIS, section 5.4), it meets these minimum criteria. This will occur only where an individual student, because of demonstrated competence or a change in postsecondary plans, decides to move from the basic to the general level or from the general to the advanced level.

The common course codes for international languages (i.e., the first three characters of the code) are provided below. The first column lists the code that will normally be used for each language. The

second column gives the code that will identify a second course in Grade 12 at the basic or general level, or a second OAC, in each language; it will also distinguish between two different Grade 10 or 11 courses, where a school can differentiate courses for beginners and experienced language students.

The fourth and fifth characters of the codes, used to identify courses by grade and level, are as follows:

<i>Grade</i>	<i>Advanced Level</i>	<i>General Level</i>	<i>Basic Level</i>
10	2A	2G	2B
11	3A	3G	3B
12/OAC	0A	4G	4B

Common Course Codes

<i>LL Northern European</i>	<i>LW Western European</i>	<i>LD African</i>	<i>LI South Asian</i>
LLD LLA Danish	LWD LWH Dutch	LDA LDH Ashanti	LIB LIN Bengali
LLE LLH Estonian	LWC LWF Gaelic	LDI LDE Ibo	LIG LIJ Gujarati
LLF LLG Finnish	LWG LWA German	LDS LDW Swahili	LIH LII Hindi
LLI LLC Icelandic	LWI LWJ Italian	LDY LDO Yoruba	LIL LID Lisane
LLL LLV Latvian	LWP LWO Portuguese		Dawat
LLT LLU Lithuanian	LWS LWE Spanish	<i>LY Middle Eastern</i>	LIA LIY Malayalam
LLN LLO Norwegian	LWY LWW Yiddish	LYA LYB Arabic	LIM LIR Marathi
LLS LLW Swedish		LYR LYM Armenian	LIP LIQ Punjabi
	<i>LR Eastern European</i>	LYS LYY Assyrian	LIS LIC Sinhalese
<i>LB South East European</i>	LRC LRT Czech	LYD LYE Dari	LIT LIK Tamil
LBA LBL Albanian	LRH LRG Hungarian	LYF LYG Farsi	LIE LIF Telugu
LBB LBU Bulgarian	LRP LRQ Polish	LYH LYI Hebrew	LIU LIO Urdu
LBC LBD Croatian	LRO LRM Romanian	LYP LYQ Pushtu	
LBG LBH Greek	LRR LRZ Russian	LYT LYU Turkish	<i>LP South East Asian</i>
LBM LBN Macedonian	LRS LRL Slovak		LPH LPG Hmong
LBJ LBK Maltese	LRU LRW Ukrainian	<i>LK East Asian</i>	LPK LPF Khmer
LBS LBE Serbian		LKC LKD Cantonese	LPL LPA Lao
LBR LBX Serbo-		LKJ LKI Japanese	LPM LPE Mien
Croatian		LKK LKO Korean	LPP LPQ Pilipino
LBV LBW Slovenian		LKM LKA Mandarin	LPV LPW Vietnamese

School boards and teachers must plan curricula to suit their own particular circumstances. The development of detailed courses of study appropriate to the level of difficulty in individual programs and congruent with this guideline is a local responsibility. This document is a guide for planning, not a detailed plan for teaching.

COURSE PLANNING IN INTERNATIONAL LANGUAGES

Students entering secondary school international language programs have diverse backgrounds. They may be:

- students who are beginning the study of the language;
- students for whom the language under study is the ancestral language;
- students whose families still speak the language at home;
- students who have participated in a heritage language program in the language while they were in elementary school;
- students who speak a related language fluently.

Administrators and teachers of international languages recognize the need to:

- organize a credit sequence that can be maintained;
- meet the needs of students who do not speak the language as well as accommodate those who do speak it;
- provide credit courses that permit heritage language students to continue to develop the competence they have acquired as they mature;
- offer courses at different levels of difficulty to meet student needs;
- make it possible for students who choose to earn the Ontario Secondary School Diploma in four years to complete the sequence;
- make it possible for students interested in languages to include English, French, and another modern language in their program;

- make it possible for students specializing in other subject areas to include in their program the complete sequence in an international language;
- establish clear expectations for Ontario Academic Courses in international languages.

To meet these diverse needs and the particular requirements of their own student population, school boards and principals are encouraged to plan courses using the following principles as a guide:

- Where beginners wish to study an international language, the first credit in the school's international language sequence will be designed to accommodate these students. If the students who propose to take a language course include students from the language community whose competence in a standard form of the language is not yet equivalent to that of a student who has successfully completed the first credit course, these students will also be grouped with the beginners.
- Credit courses for beginners may be offered at the advanced, general, or basic level. These beginning students should enrol in a basic level international language course only if their overall academic record indicates that this is the level appropriate for them.
- Where the first credit course is designed to accommodate beginners, students whose background has given them some degree of competence in the language will be considered for advanced placement, as far as their maturity and their reading and writing ability permit. They will earn credits only for those courses that they complete successfully.
- Where both beginners in a language and students with some facility enrol in the sequence, schools are encouraged to set different requirements for their Grade 10 and Grade 11 courses in that language to accommodate both groups, and to combine these students, if necessary, only in Grade 12 or OAC courses.

- Where no beginners enrol, the first credit course will be designed to suit the needs of the students enrolled. It must meet the minimum criteria for a credit course.
- Four credit courses may be provided at any level where there is sufficient demand – a Grade 10 course and a Grade 11 course followed by two Grade 12 basic level or general level courses, or by two OACs.
- Different reading materials and cultural content and new listening, speaking, and writing experiences will increase and consolidate students' command of structure and vocabulary and their communicative competence. Compliance with these criteria justifies the granting of a credit.
- The language competence already possessed by students from the community using the target language normally enables such students to profit from a general or advanced level program.

In planning courses in international languages, variants of the language must also be considered. In some languages, the language of educated speakers varies in different geographical locations. Puerto Rican Spanish, for example, differs in some respects from Castilian. The standard form spoken by the teacher and by local speakers of the language, if any, should be the form adopted for the course. Where the local speakers speak a form of the language that differs from the standard form spoken by the teacher, the teacher should acknowledge this fact and explain the differences between the two forms. Students who have learned a dialect of the language at home will be encouraged to enrich their knowledge by learning a more widely used standard form. International language teachers should maintain close contact with the local language community to promote understanding of these issues.

International language courses must provide a valid educational experience for students with a wide variety of language backgrounds – challenging experienced speakers without discouraging beginners – and make honest success possible for all these students.

RATIONALE

The study of a modern language gives students the opportunity not only to learn or further develop an additional language but also to enrich their understanding of how languages function and to develop a sensitivity to other peoples and cultures. International language programs are particularly important for students who have a first or ancestral language other than English or French, for such programs enable these students to maintain contact with their heritage by studying its language and culture.

It is the aim of international language programs to provide opportunities for students to develop communication skills in the language studied, an awareness of how languages function, and a sensitivity to the culture of which the language forms part. These programs are not designed to make students who are beginning the study of an international language in secondary school fluent speakers of the target language; rather, the programs offer these students a valuable educational experience and the opportunity to develop a basic, usable command of the language that can be expanded through further study, or through contact with native speakers of the language, or both. In addition, the international language program gives students who have studied a language in heritage language classes the opportunity to expand their skills of communication in the language through the secondary school program and to maintain contact with their heritage and cultural group, if they belong to that cultural group. Students will achieve varying levels of proficiency according to their background in the language, their interests, and their abilities.

GOALS OF EDUCATION

Education in Ontario will provide opportunities for each student, to the limit of his or her potential, to:

- develop a responsiveness to the dynamic processes of learning;
- develop resourcefulness, adaptability, and creativity in learning and living;
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols;
- develop physical fitness and good health;
- gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression;
- develop a feeling of self-worth;
- develop an understanding of the role of the individual within the family and the role of the family within society;
- acquire skills that contribute to self-reliance in solving practical problems in everyday life;
- develop a sense of personal responsibility in society at the local, national, and international levels;
- develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups;
- acquire skills and attitudes that will lead to satisfaction and productivity in the world of work;
- develop respect for the environment and a commitment to the wise use of resources;
- develop values related to personal, ethical, or religious beliefs and to the common welfare of society.²

Programs in international languages support these goals by assisting students to:

- gain satisfaction and enjoyment from learning a language;
- acquire language skills that are valuable in the world of work;
- develop communication skills;
- begin to understand the structure and functioning of language;

- pursue the mastery of a complex system of knowledge and skills;
- acquire sensitivity and precision in the use of language;
- gain an appreciation of the language studied and of the culture of which it is an expression;
- develop sensitivity to other cultures and peoples.

The ability to communicate in an international language can provide students with an additional tool with which they can further their education and enrich their experience.

AIMS

The international language program will provide learning opportunities that, within the limits of students' command of the structures and vocabulary of the language, will enable them to:

- listen to and understand ideas and concepts expressed in the language;
- express orally their experiences, thoughts, and feelings with clarity and confidence;
- read with the speed and level of comprehension that is appropriate to their individual stage of development;
- write with ease and an acceptable degree of correctness;
- develop learning skills pertinent to language study;
- improve their use of language through study, practice, and communication;
- develop the confidence to use the language;
- become familiar with the customs, areas of settlement, history, social structures, traditions, and arts of the communities of native speakers of the language in Canada as well as in other regions of the world where the language is spoken;
- develop a positive attitude towards the language that they are studying and the people who speak it;
- develop a sensitivity to Canadian and other cultures and peoples and a critical awareness of their own culture;
- retain or develop contact with their heritage, when studying their own ancestral language, and thereby enhance their self-esteem.

2. Ibid.

OBJECTIVES

Introduction

The objectives outlined in this section (pages 10 to 12) have been derived from the aims of the international language program. These objectives have been divided into three areas:

- language skills;
- language knowledge;
- cultural awareness.

Not all the objectives are applicable in the early stages of an international language program; some become appropriate only at a later stage. Some objectives will not be suitable for programs offered at the basic or general level. The nature of language acquisition means that an objective, once introduced, remains valid in subsequent years. Objectives are not discarded; instead, new ones are added, and the learning activities are broadened as the body of structures and vocabulary on which students can draw increases. The acquisition of specific structures and vocabulary is not in itself an objective. These components must be integrated gradually and continuously in the functional language skills of the students to achieve the essential aim of the program – communication.

Programs must provide students with opportunities to achieve the objectives set out in this document, although not every student will fully achieve each objective. Programs should provide for the needs of exceptional students. They should both allow individual students to move beyond program expectations and avoid subjecting those students who cannot fulfil the expectations to a loss of self-esteem or confidence.

Students in an international language program should advance through an organized sequence of learning experiences that permits a steady growth of knowledge and skills. Two facets of the program must be considered in planning the sequence: the program objectives (development of communication skills, awareness of language forms and patterns, and cultural awareness), and the program content (communicative concepts, language functions, grammar, vocabulary, and cultural topics). It is essential that teachers select, adapt, or develop appropriate learning materials that combine the content elements in

realistic and interesting contexts. The sequence of learning materials should be designed to provide a progression in both objectives and content. The students' existing language competence must always be considered in selecting learning activities.

Integrated Learning Activities

Teachers must carefully plan the allocation of classroom time to include activities that will do justice to all the program objectives. Most language-learning activities encompass several objectives, and this characteristic should be used to advantage wherever possible. The principal aim of the program is to develop students' ability to understand and use the language. To further this basic aim, classes must be conducted in the language the students are learning. Learning activities conducted in the target language permit students to derive maximum benefit from classroom time.

Language Skills

The principal aim of the international language program is to develop communication skills in both the receptive and the expressive aspects of language. Through listening and reading, students encounter language in context – essential experience for developing competence in a language. Through speaking and writing, students make the language their own. Where students have already learned a dialect rather than a standard form of the language, they should not be made to feel that their dialect is incorrect or unacceptable. Rather, they should be encouraged to expand their knowledge of the language by adding to it a more widely used, standard form of it.

Students need to develop the ability to understand and express both the general sense of a message and essential individual components of it. Students should learn to use contextual, structural, lexical, and non-verbal clues to derive or convey meaning, rather than depend solely on their knowledge of individual words. Understanding and expression both of general sense and of specific detail should be pursued constantly throughout the program.

The four language skills of listening, speaking, reading, and writing will be developed naturally in the program through the interaction of speaker and listener and writer and reader. Most learning activities will involve integrated language use in which the skills are combined – students will ask questions and listen to the responses, read questions and write answers, read passages and talk about the content, discuss a topic and then write a composition.

Time allocated to reading, for example, involves all four skills; preliminary discussion, prediction, reaction, interaction, and written follow-up are vital to the reading process. It is these activities that take place in class as students do progressively more of their actual reading outside class time.

In integrated language teaching, the time devoted to the individual language skills can only be estimated. Teachers will use these estimates to maintain a balance between receptive and expressive skills and between oral and written skills. Time allocation will be influenced by:

- the level and year of the program;
- the language background of the students;
- the writing system of the particular language; and
- the degree to which the skills are integrated in learning activities.

For beginners the focus will be on listening and speaking skills; reading and writing will be used as support skills. As the students progress in competence, reading material will become pivotal in the development of the four skills.

As a general guide, 50 per cent of the time in any year and level should be spent developing the receptive skills of listening and reading and 50 per cent developing the expressive skills of speaking and writing. Within this framework, the time devoted to oral and written skills will vary by year and level. Students working at the basic level should spend 70 per cent of class time on listening and speaking and 30 per cent on reading and writing to help them to understand, consolidate, and remember the language elements they are using. Beginners in the general level and advanced level Grade 10 course should devote 60 per cent of class time to listening and speaking and 40 per cent to reading and writing. Students with experience in the language who are

working at the general and advanced levels should spend approximately 50 per cent of the time on listening and speaking and 50 per cent on reading and writing.

Recognizing that the skill in focus always involves other skills, the following general guide for time allocation (on a percentage basis) might be helpful:

	<i>Basic</i>	<i>General and Beginners</i>	<i>Advanced Others</i>
Receptive Skills			
Listening	35	30	25
Reading	15	20	25
Expressive Skills			
Speaking	35	30	25
Writing	15	20	25

No separate percentage is allocated for teaching components dealing with cultural awareness or language knowledge. They are integral parts of language skill development and are to be taught in the language being studied as part of the four-skill approach.

The lists that follow identify objectives for each of the four language skills – listening, speaking, reading, and writing. Although most communication activities involve more than one language skill, for purposes of illustration each skill is addressed separately.

Listening

The program should help students to:

1. develop general listening strategies;
2. appreciate differences in pronunciation and intonation;
3. understand a variety of speakers in a variety of contexts;
4. increase the complexity of language understood.

Speaking

The program should help students to:

1. develop confidence in speaking;
2. refine pronunciation and intonation;
3. formulate and express ideas;
4. speak to a variety of audiences;
5. increase the complexity of language used.

Reading

The program should help students to:

1. extend reading strategies;
2. develop fluency in reading;
3. read to learn;
4. study the qualities of reading material;
5. read material of increasing complexity.

Writing

The program should help students to:

1. develop accuracy in writing;
2. Develop confidence in writing;
3. formulate and express ideas;
4. write increasingly complex material.

Language Knowledge

The aim of the international language program is to help students to develop the ability to use the language to communicate. Knowledge of the structure and functioning of language enables students to advance from learning by imitation to generating new expressions based on an understanding of language patterns.

Students are likely to comprehend generalizations best if they derive them inductively from pertinent samples of speech elicited by the teacher through planned questions. In the Intermediate and Senior Divisions, the development of generalizations complements functional language learning, but teachers must ensure that students speak the language much more than they talk about it. A balance of language study and practice and language use best develops students' ability to communicate with confidence. A heightened consciousness of language should also make students more thoughtful in their use of English.

It is expected that instruction in language structure, like that in other aspects of the program, will be carried on in the language being taught. The use of grammatical terminology should be limited, but students need to know some terms in order to be able to formulate generalizations and to facilitate and refine classroom communication about language. Knowledge of terminology will also help students to use their textbooks to progress on their own. The

aim of the program is, however, not to develop grammarians, but to develop competent language users.

The program should provide opportunities for students to:

1. develop awareness of language forms and patterns;
2. develop the ability to analyse structures;
3. develop learning skills.

Cultural Awareness

It is impossible to teach a language without introducing aspects of the culture of which the language is an expression. Languages carry within them the culture, spirit, and philosophy of the people who speak them. To communicate appropriately with other speakers of the language, students must understand the cultural context. Their attitude towards and their interest in the target culture will also influence their achievement.

It is, therefore, an aim of the international language program to help students to develop sensitivity to the culture of the people whose language they are studying. The program should provide students with opportunities to experience that culture, to develop insight into it, and to understand the contribution of that civilization to the world and to Canada. Students should become aware of the concept of culture and understand that the parts of a culture interact to form a cultural whole.

The program should provide opportunities for students to:

1. experience aspects of the culture;
2. acquire knowledge about the culture;
3. understand cultural components of language;
4. develop an awareness of the role and significance of culture.

CONTENT



CONTENT

INTRODUCTION

The organization in this guideline of the content requirements for international language programs has been determined by two important factors. First, the principal aim of international language programs is communication; grammar and vocabulary are acquired not as ends in themselves but as components of communication. Second, a wide variety of international languages can be taught in Ontario, and these are very diverse in structural make-up.

Communication skills can be analysed according to the concepts that speakers need to express – what people talk about – and the language functions that they must perform – what people want to do with and through language. In addition to concepts and functions, teachers must consider the grammar and vocabulary that students need to learn in order to develop basic, usable communication skills and the cultural awareness that they need to acquire in order to use the language with sensitivity.

COMMUNICATIVE CONCEPTS

An outline of communicative concepts follows. The concepts are not arranged in any hierarchical order, nor are they discrete categories from which a checklist should be made. Language is too complex and integrated to permit such a sequential, fragmented approach.

1. basic social conventions
2. identification and description
3. location
4. time
5. quantity, extent, and dimension
6. actions and intentions
7. manner and means

8. cause and effect
9. emotions, feelings, and wishes
10. judgements and opinions

In each year of the program students should have opportunities to learn to convey some ideas within all these concepts. As students progress from year to year, they should learn additional and more elaborate ways of expressing themselves within each concept. By the end of the three-year sequence in an international language, students should be able to function in the language with some facility within all the concepts.

LANGUAGE FUNCTIONS

Language functions can be defined as the uses to which people put language. Within the communicative concepts given above, students should be able to perform the functions listed below (the list is not exhaustive, but it does outline the most common functions served by language):

- requesting, giving, and receiving information, help, and directions;
- planning, explaining, elaborating;
- explaining how something works or how to do something;
- getting others to perform actions;
- giving advice and suggestions, expressing approval or disapproval;
- accepting, declining, permitting, warning, forbidding, encouraging;
- making excuses, talking one's way out of trouble;
- solving problems, discussing possibilities, hypothesizing, drawing conclusions, evaluating;

- agreeing, disagreeing, comparing, contrasting, persuading, debating;
- sharing personal ideas, values, wishes, and feelings and expressing reaction to the feelings of others.

Not all language functions should be introduced in each year; the choice must be appropriate to the students' age, maturity, and language competence, and to the characteristics of the language that they are learning. The students' ability to perform these functions will be developed cumulatively over the three-year sequence. There are some functions, such as hypothesizing and debating, that require a high degree of fluency.

The normal procedures of the language class exemplify many language functions. During presentations of new content, students perform the functions of requesting information or assistance, as well as those of giving answers and assistance to fellow classmates. Students often complain about tests or homework, make excuses for late assignments, or plan group projects. All these activities can and should be carried on in the target language and, when the students perform these activities, teachers should make them consciously aware that they are functioning in the language.

GRAMMAR AND VOCABULARY

Grammatical concepts and vocabulary are introduced as needed and appropriate. In keeping with the cumulative nature of language learning, they are maintained in the students' repertoire through their use in different situations and broader contexts.

CULTURE

The cultural content for international language programs is not prescribed. Suggestions for this component are outlined under the following aspects of culture that are commonly discussed in current literature on the topic.

1. social interaction
2. family
3. food and drink
4. personal appearance and possessions

5. environment and geography
6. education
7. technology
8. institutions
9. history and civics
10. the arts
11. the media

Cultural understanding, like language learning, is cumulative. The cultural elements should be selected in the context of the entire secondary school international language program with a view to overall balance and appropriateness to the students' level of maturity. In selecting cultural topics for study, teachers should examine the content of the textbooks, reading materials, and other media used with the course to ensure that the topics chosen are related to and reinforce the content of the program and to determine the points at which these topics can be appropriately introduced.

LEARNING EXPERIENCES

In teaching language for communication, the learning experiences are an essential part of the content. The learning experiences in an international language program will for the most part be integrated language activities, in which the four language skills are interwoven. Most activities will involve students in developing more than one skill at a time and will further several objectives simultaneously: for example, communicative activities will be linked with language study; reading and cultural activities will require discussion and may lead to writing; the process of writing will require discussion. Learning experiences should:

- be relevant to the students' experience or interests and appropriate to their language competence and maturity;
- accommodate the abilities of the full range of students and involve every student;

- foster student confidence and motivation to learn;
- be integrated into the progression of the course;
- be set out clearly with precise objectives, procedures, and expectations;
- contribute to variety in activities;
- centre on content that merits discussion;
- provide scope for the expression of opinion;
- allow students to choose topics and methods of treatment wherever the objectives of the activity and the availability of suitable materials permit.

To achieve the aims of the program it is essential for every student to have practice in using the language for a wide range of practical purposes. All students must, during the three-year sequence of the program, have the experience of:

- interacting in a great variety of communicative situations;
- listening to and viewing material intended for native speakers of the language;
- taking part in small-group discussions;
- participating in dramatization/role playing/simulation activities;
- presenting information orally;
- reading, with the aid of a dictionary, twentieth-century writing, current magazines, and newspapers;
- writing, according to the level of their course, single-sentence and paragraph-length answers, short and longer compositions, reports, and letters;
- researching individually or in a group aspects of the target culture for oral or written presentation;
- interacting in interviews with the teacher or with students whose language competence is high.

In addition, all students should have the opportunity to participate in some of the following experiences:

- listening to or presenting popular and classical music;
- hearing guest speakers and interacting with them;
- editing written assignments with a partner;

- investigating careers in languages and the use of languages in careers;
- contributing to or editing a class or school publication;
- participating in field trips or exchanges;
- writing a personal diary or the diary of a literary character or public figure;
- writing poetry.

In some languages with non-roman alphabets, experiences in reading and writing may need to be adjusted according to the teacher's judgement.

The minimum quantity of work suggested for the gradual development of the reading and writing skills is outlined in the table on the following page. The particular characteristics of individual languages may require an adjustment in these suggested amounts for reading and writing. Where that is the case, the reason for the change should be given in the course of study.

TECHNIQUES

The choice of techniques and activities will vary according to the language competence of the students and the level of difficulty of the course. The demands of individual languages will also dictate, to some extent, the type and progression of the activities chosen.

In order to accommodate the diversity of students' backgrounds and to help students to develop both cultural awareness and the capacity for real communication in the language, the techniques and strategies used need to:

- be varied;
- provide opportunities for students to interact with one another and use language in open-ended situations;
- incorporate aspects of culture as an integral part of the course.

Minimum Quantity of Work for the Development of Reading and Writing

	<i>Advanced Level</i>	<i>General Level</i>	<i>Basic Level</i>
<i>Year 1</i>			
reading from text or teacher-prepared units	30 pages	25 pages	20 carefully selected pages
writing	sentence answers and paragraphs	sentence answers	point-form or fill-in answers
<i>Year 2</i>			
intensive reading	50 pages	30 pages	30 pages
extensive reading	50 pages	30 pages	–
writing	sentence answers and paragraphs; 2 short compositions or letters (60-80 words)	sentence answers and paragraphs	guided answers
<i>Year 3/OAC</i>			
intensive reading	100 pages	50 pages	40 pages
extensive reading	100 pages	50 pages	–
writing	4 short compositions (80-100 words); 1 longer composition (200-400 words)	2 short compositions or letters (40–60 words)	informal messages, guided paragraphs, or short letters

LEVELS OF DIFFICULTY



LEVELS OF DIFFICULTY

INTRODUCTION

Schools are encouraged to offer courses at the basic, general, and advanced levels in order to make language study possible for all students. Facilitating language study is particularly important where parents and students want the opportunity to maintain a link to their ancestral background. The goals and aims outlined on page 9 apply to all levels of difficulty; the objectives and activities, content, techniques, and evaluation will vary according to the level of the course.

In basic and general level courses, the students' personal growth and acquisition of job skills are important components in addition to the development of language skills, language knowledge, and cultural awareness. These courses should help students to develop:

- appropriate attitudes towards work – an appreciation of the need for and importance of regular attendance, punctuality, and commitment to work;
- the ability to work with others, to be polite, to listen, and to be tolerant of others;
- the ability to organize their work;
- the habits of effort and perseverance;
- good study habits and the ability to make wise use of time;
- feelings of personal competence and an improved self-image;
- a sense of accomplishment;
- the ability to accept mistakes and to learn from them;
- an awareness of careers in which the language they are studying would be an asset;
- a positive feeling about life and society.

Courses for the basic and general levels should be different from the advanced level courses, particularly in

the depth of treatment given to the grammatical concepts. It is preferable to avoid teaching complex structures unless a specific need for students to learn them arises in class; students should instead consolidate their skill in using a limited number of common structures. Vocabulary, on the other hand, should not be limited. Students in basic and general level language courses often enjoy learning new words, and by broadening their vocabulary they can increase their ability to function in the language.

COURSES AT THE BASIC LEVEL

It is likely that most students requesting an international language course at the basic level will have some previous experience in the language, whether at home or in heritage language classes. Teachers and guidance staff should consider whether those students, in view of their background, could be successful in a course at the general level and should place them at that level if it is appropriate for them.

Basic level courses should be practical in nature and should offer learning activities that will help students to experience personal growth, develop self-confidence and self-esteem, become sensitive to the culture and language they study, become better learners, and prepare for the world of work. Students should develop listening and speaking strategies so that they can communicate simply in the language. Teachers should keep all these objectives in mind as they plan and carry out activities in the international language class. They should be prepared to adjust their plans and procedures whenever they sense that these objectives are not being met.

Evaluation should take into account the strength of a student's commitment as well as his or her actual achievement in terms of language acquisition. It must recognize personal growth and the development of job skills as well as language skills and language knowledge. Assessment procedures should be designed to reassure students, and assessment should be based on small amounts of material tested frequently in a full communicative context. Assessment practices should be varied and should include classroom observation, interviews, peer evaluation, and self-evaluation. This type of assessment will promote learning and give students opportunities to experience success.

COURSES AT THE GENERAL LEVEL

General level courses will attract students who are interested in language study and who are headed towards employment or postsecondary education. In addition to language skills, language knowledge, and culture, personal growth and job-skill development are important components of these courses.

Teachers should keep these objectives in mind as they plan and carry out activities in the international language class.

The language presented in class must be practical and relevant to students' interests, and should reflect everyday use of the language in the community. All the communicative concepts (see page 14) are appropriate; within them, teachers should concentrate on the most useful language functions. The accumulation of structures and the acquisition of vocabulary are not ends in themselves but components to be presented, practised, and used in natural contexts. A fundamental awareness of the structure and functioning of the language being studied can help students to understand language patterns and use them more accurately. Teaching strategies should take into account the diversity of skills and abilities in the class and should provide for differences in the ways students learn. Learning activities should be incorporated that permit the class to profit from the language skills and cultural

knowledge of any students who are from a community that uses the target language.

Evaluation, as in basic level courses, must recognize personal growth and job-skill development as well as language skills and language knowledge. Evaluation should be based on a variety of assessment procedures modelled on the learning activities used and designed to give appropriate weight to oral and written language competence. To encourage these students and help them to succeed, assessment of day-to-day classroom work should be as important as periodic tests.

COURSES AT THE ADVANCED LEVEL

Advanced level courses are suitable for students who show a particular aptitude for language learning or who are preparing for university. Courses at this level can proceed at a faster pace and can treat the content in more depth than courses at other levels of difficulty.

These courses should present a balanced four-skill program and should offer reading selections, learning activities, and cultural topics that have been carefully chosen to suit students' interests and help them to develop the academic skills they will require. As students analyse and discuss a variety of reading materials and cultural topics, they will increase their command of structures and the breadth of their vocabulary so that they can use the language in a broad range of situations and communicate with a variety of audiences. Formal study of language structure is appropriate for courses at this level, as are independent study and the development of skills in research, particularly in the OAC.

EVALUATION



EVALUATION

INTRODUCTION

Evaluation should be an integral, ongoing, and systematic part of the learning process, designed to foster the learner's growth and to improve programs. It should:

- be clearly related to stated course objectives and content;
- assess the degree to which the program objectives have been met;
- examine students' progress in acquiring knowledge and skills;
- provide documentation in significant areas to facilitate reporting to students, parents, and administrators;
- help teachers to determine the effectiveness of units of instruction;
- identify the need for program changes.

The process of evaluation should reflect the philosophy and policies of this guideline.

EVALUATING STUDENT ACHIEVEMENT

Evaluation of student progress is based on information gathered by assessment, which should be frequent, directly related to program objectives, and based on classroom activities. Because the emphasis in the international language program is on communication, communicative skill must be the primary focus of evaluation. The majority of marks are assigned to language knowledge put to use in communication; students earn marks for expressing themselves in the language. In this part of assessment, the value assigned to language use must outweigh penalties for grammatical inaccuracies such as incorrect agreements, genders, and verb forms.

Formative evaluation will be used continuously throughout the program to assess students' grasp of

individual components of the language; this will encourage students to develop the knowledge needed to use the language accurately. It is, however, students' skill in oral and written communication that is the main basis for summative evaluation of their success in learning the language. Marks allocated for language knowledge tested in isolation from the communication of ideas are therefore limited.

All the language skills – listening, speaking, reading, writing – must be evaluated, and assessment procedures must reflect the emphasis accorded to each (see the chart on page 11). Since language skills are integrated in communication, most forms of evaluation should involve the assessment of a combination of skills rather than of individual skills in isolation. While students' language competence is most often demonstrated through the expressive skills of speaking and writing, teachers should periodically show students their progress in the receptive skills of listening and reading by assessing those skills in a format that does not require students to speak and write.

Students need practice before being assessed on their achievement; new types of activities should not be introduced for assessment purposes only.

Listening and speaking will be assessed mainly in such integrated activities as:

- classroom interaction;
- oral presentations;
- interviews.

Reading and writing will be assessed at the general and advanced levels mainly in integrated activities; for example, through:

- factual and open-ended questions and answers;
- short and longer writing tasks in which students express ideas;
- sight passages.

At the basic level, reading comprehension can be tested through true-false, multiple-choice, or fill-in questions.

In integrated listening, speaking, reading, and writing activities, as well as in the independent assignment, a maximum of 20 per cent of the marks that students have earned for the expression of their ideas may be deducted for grammatical inaccuracies. Marking schemes should assign value to both language and content and, where applicable, to ideas, clarity of expression, and organization.

In addition, language knowledge – that is, knowledge of grammar and vocabulary – will be assessed in its own right, independently of student ideas. Such language elements should not be assessed in isolation, but should be placed in a context. Language knowledge will be tested directly in such activities as:

- fill-in-the-blanks and cloze exercises;
- transformation and substitution exercises;
- dictation;
- contextualized multiple-choice exercises.

Both prepared work and spontaneous language use should be assessed. A significant portion of evaluation in language courses should be based on students' day-to-day work. By assessing this work, teachers can promote continuous, steady effort and stress the importance of classroom practice in developing communication skills.

Students perform best when they are aware of how their performance will be assessed. Teachers should outline their expectations for student behaviour and performance at the beginning of a course. They should explain the procedures that will be used to assess each component of the course and to determine the students' final marks. They should also discuss the timing of tests and examinations.

The following table suggests the allocation of marks to course components in each year at the basic, general, and advanced levels. Marks are not allocated separately for the cultural component, since cultural topics should be an integral part of the content through which the other components are evaluated.

Where the characteristics of a particular language require it, adjustments should be made in the suggested allocation of marks. Such adjustments should be explained in the course of study.

In evaluating students who already possess some facility in the language when they begin secondary school credit courses, teachers must ensure that students are rewarded for the successful completion of more challenging work. Marking schemes must include credit for longer or more demanding assignments in order to counterbalance the additional penalties students are likely to incur.

Allocation of Marks (percentages)

<i>Basic Level</i>	<i>2B</i>	<i>3B</i>	<i>4B</i>
Listening and speaking	45	45	45
Reading and writing	20	20	20
Language knowledge	10	10	10
Personal growth and job-skill development	25	25	25
<i>General Level</i>	<i>2G</i>	<i>3G</i>	<i>4G</i>
Listening and speaking	40	35	35
Reading and writing	25	35	40
Language knowledge	20	20	15
Personal growth and job-skill development	15	10	10
<i>Advanced Level</i>	<i>2A</i>	<i>3A</i>	<i>OAC</i>
Listening and speaking	50	40	35
Reading and writing	30	40	40
Language knowledge	20	20	15
Independent assignment	–	–	10

Samples of approaches for testing communicative ability that could be adapted for the international language program can be found in the Ontario Assessment Instrument Pool packages designed for French as a second language.

EVALUATING PROGRAMS

Administrators, department heads, and program personnel can gather data for evaluating international language programs by:

- reading the courses of study;
- examining the materials used;
- observing classroom activities;
- discussing the program with the teachers and students;
- discussing the program with speakers of the language in the local community, where such speakers are available;
- reviewing the methods used to assess student achievement and the results obtained.

CROSSCURRICULAR CONCERNS



CROSSCURRICULAR CONCERNS

ADULT EDUCATION

This guideline may serve as a basis for courses for adult language learners in regular school programs or in continuing education courses. Such classes may be composed entirely of adults or may include both adults and school-age students.

In planning courses for adult learners, teachers should consider the principles that follow. While these principles are highlighted here for adults, they apply to all students.

- Adult learners often bring a rich store of practical experience with them. Classroom activities can be designed to elicit and build on this experience.
- Many adults learn best in groups and welcome the support of their fellow learners. Activities that foster social interaction will result in more effective learning. Through such activities, learners become a resource for one another.
- Many adults learn effectively through active participation. Strategies that balance theoretical work with experiential activities may enhance their learning.
- Many adults tend to focus on the present and on specific problems that require solution. The efforts of the teacher to discover and build on their specific learning needs can enrich the learning situation.
- Adults exhibit a great range of learning styles. Opportunities for independent study and for learning projects may be used to provide for individual differences.

Learning theory suggests that adult learners tend to be highly self-directed, responsible, and mature. Teachers should bear this in mind when deciding the

extent to which the principles described above are applicable to particular learners in the class.

Adult learners may bring to the classroom some background in the language. Diagnostic testing and interviewing will enable teachers to recognize these learners' specific reasons for enrolling in the course and plan effectively to enable them to achieve their goals. Adult learners with some knowledge of the language can function as peer tutors for others in the class or can progress more quickly than others. They may also be able to contribute cultural knowledge to the classroom.

CAREERS AND INTERNATIONAL LANGUAGES

In our multicultural society, a knowledge of international languages is useful in many occupations. Guidance teachers and teachers of international languages should co-operate in helping students to learn about specific occupations in which a knowledge of one or more languages is useful. Teachers should assist students in career planning through counselling that relates students' aptitude for and achievement in international languages to their career goals. Students should be made aware both of careers directly associated with languages and of careers in which a language background will enhance their ability to work with the public. In fields such as communications, health care, the service industry, social services, police work, government, and education, skill in international languages can be useful. Former students or members of the community who are in such careers might be invited to speak to students.

Where employment related to the international language program is available in the community, guidance staff can help teachers to plan co-operative education courses. Counsellors can also encourage students to use the Student Guidance Information Service (SGIS), the computerized career information system offered by the Ministry of Education. This system outlines the educational and training requirements for a large number of occupations and lists the postsecondary courses and programs that are offered in those fields. The SGIS package includes a list entitled "Occupations Related to Subjects".

COMPUTERS

Computers are having an increasingly profound effect on students' daily lives, school experiences, and learning. Many of the students who pursue language studies in secondary school will already have some familiarity with computers.

In an international language program, at present, the most apparent contributions of computers are in word processing and program creation. The program creation capability makes it possible to develop new programs or applications in specific languages. Language students who are also taking computer studies may be able to develop such programs as part of their course work.

Computer-assisted Instruction (CAI), which provides a variety of drills and exercises, can become a personalized form of supplementary instruction that permits students to practise their newly acquired linguistic skills. The tutorial format of many of these programs allows students to become more independent learners, advancing at their own pace and level.

Since the use of computers in the international language classroom is still evolving, their potential for facilitating the learning process is not fully known. Teachers may wish to review software programs for their usefulness in assisting students to develop their writing skills.

As appropriate software becomes more readily available, computer programs with audio compo-

nents and videodisks should be carefully considered for the dimension they can add to language learning.

Using existing software or adapting it will make it possible to vary the pace of learning and allow individual students the amount of practice they need. Teachers and students are encouraged to explore the capabilities and applications of computers in the international language program.

CO-OPERATIVE EDUCATION

Teachers of international languages are encouraged to consider the possibility of developing co-operative education credit courses for their Senior Division students. The curriculum policy document *Co-operative Education: Policies and Procedures for Ontario Secondary Schools, 1989*³ outlines the requirements for establishing these courses, and every secondary school has procedures and policies with respect to co-operative education courses that teachers can follow.

A co-operative education course consists of an in-school and an out-of-school component, which together are organized, integrated, and supervised by the teacher and an employer.

Teachers can work to establish contact with individuals or organizations in the language community that might provide students with employment opportunities. Students in these courses could work on newspapers and community newsletters or in stores, hospitals, senior citizens' homes, or other community services. They might also assist in heritage language instruction.

Co-operative education courses use the resources of the community to help students to apply their skills – in this case, communication skills – and gain work experience. These courses can help students to recognize the value of language competence in today's multicultural world.

3. Ministry of Education, Ontario, *Co-operative Education: Policies and Procedures for Ontario Secondary Schools* (Toronto: Ministry of Education, Ontario, 1989).

EXCEPTIONAL STUDENTS

The value of studying international languages has been elaborated upon in this guideline. The study of such languages has particular significance for students who are from cultures where they are spoken. It follows that these languages should be made available to *all* students, including exceptional students.

Some exceptional students can be accommodated in a regular language classroom by making minor changes in objectives or teaching techniques. More extensive modification of the program with respect to pacing, breadth or depth of content, methods of assessment, or teaching strategies may be necessary to accommodate other exceptional students.

Five broad areas of exceptionality – behavioural, communicational, intellectual, physical, and multiple – delineate the range of differences for which provisions must be made. The Identification, Placement, and Review Committee (IPRC) of a board identifies students as exceptional and provides an assessment of the learning needs of each student. To meet these needs, courses designed from this guideline should provide students with learning experiences that correspond to the students' aspirations and abilities. Alterations should be made to the program to adapt the rate of progress and level of difficulty to the exceptional student, but, at the same time, the integrity of this guideline should be maintained. The assistance of additional professional staff and the use of specialized equipment or facilities may be required to meet the needs identified.

A special education program planned for an exceptional student must be based on and modified in accordance with the results of continuous assessment and evaluation. The use of a variety of assessment techniques should ensure an accurate and comprehensive evaluation of each student's progress. Reference should be made to the relevant support documents for exceptional students for suggestions related to planning, teaching, and evaluating courses.

Appropriate adaptations for various exceptionalities should be made to meet individual needs. (School

and board staff experienced in this area can be called on for assistance.) For example, gifted students should be challenged, while meeting the standard expectations of the program, to:

- undertake assignments and questions that involve summarizing, analysis, and critical discussion, in order to exercise the higher thinking skills;
- research independently a theme that is relevant to the course, in order to pursue a topic in depth and to develop skill in the retrieval, organization, and presentation of information from diverse sources;
- write creatively in a variety of genres: short stories, plays, editorials, diaries, poetry;
- practise leadership in discussions and in the organization of group assignments.

The evaluation of gifted students should be based on the same standards as those applied to other students taking the same credit course. Their marks should reward them for the successful completion of more challenging work.

MULTICULTURALISM

The Province of Ontario has a tradition of providing opportunities for people of a variety of cultural, linguistic, racial, and religious origins to build a life together as Canadians. The policy of multiculturalism officially adopted by the government of Ontario advocates the preparation of all students for full participation and harmonious living in a multicultural society and an increasingly interdependent world. The study of international languages is consistent with this policy and can actively facilitate its implementation.

Throughout the program, teachers should provide students with opportunities and encouragement to:

- develop and consolidate their sense of personal identity by becoming acquainted with the historical roots of their community and culture of origin;
- develop an understanding and appreciation of the roots of our Canadian heritage through a study of

the contributions and experiences of members of the target cultures who have participated in the development of Canadian culture;

- develop an understanding and appreciation of cultures and civilizations in other parts of the world, especially those that relate to the target language;
- develop an understanding and appreciation of the points of view of ethnic and cultural groups other than their own;
- learn the social skills and attitudes necessary for effective and responsible participation and co-operation in a multicultural society.

SEX EQUITY

International language courses based on this guideline must be designed to appeal equally to male and female students. Teachers must examine their language textbooks, reading materials, cultural topics, and assignments to ensure that they offer young men and young women equal opportunities to develop their individual potential. There should be no restriction imposed by sex-related expectations.

Teachers have a responsibility to do all they can to avoid perpetuating the stereotypical view of the good language student as female. The benefits of learning languages apply equally to male and female students. Co-operative effort on the part of teachers, administrators, and guidance staff can help to encourage all students to maintain their interest in language studies.

The school must help young men and young women to realize their potential as equal participants in the society in which they live. The international language program should reflect the principle of equal opportunity and a recognition of the expanding roles of men and women, and should be based on unbiased, non-sexist information.

In their study of some languages students may be exposed to materials that reflect stereotyped views

held in those cultures. It is the responsibility of teachers to address the issue of sex equity in such cases. Teachers should make students aware of the sex-equity expectations in Ontario without disparaging the values held in the culture being studied.

VALUES

Values education forms an integral part of students' experiences at school. It is part of the study of all subjects at all levels. An international language program will provide regular opportunities for students to reflect upon the values and issues suggested by the subject matter and the learning activities or arising from students' relationships in the classroom and in their communities. Such opportunities are intended to help students to examine and clarify values within a social context and to develop reflective skills that will assist them to deal with conflicts related to values. In the classroom, reflection about values and issues should take place in an atmosphere of fairness, respect, and caring.

Since language and culture are intertwined, one cannot learn a language without learning about the culture and heritage of that particular language group. Knowledge of different cultures and insight into the attitudes and values of others are benefits that come from language study. Such studies will help students to understand that cultural differences can act as positive and enriching forces in a multicultural society.

ONTARIO ACADEMIC COURSES



ONTARIO ACADEMIC COURSES

INTRODUCTION

The Ontario Academic Courses (OACs) in international languages offer preparation for university both for those who will continue their study of languages and for those who will pursue other courses.

AUTHORIZED COURSES AND PREREQUISITES

Two distinct courses, each having a value of one credit, can be offered. (See pages 4 and 6.) Offering the two OACs can provide students with the opportunity to earn a fourth credit in the language. The two OACs can be offered in the same year or in consecutive years. The courses must differ in reading materials, oral and written assignments, and cultural content. The same communicative concepts and grammar will form the basis of both courses; students taking a second OAC in a language will consolidate their knowledge of the language and their ability to use it and will learn additional grammar and vocabulary dictated by the selections read.

One Senior Division advanced level credit in the language is the prerequisite for the OAC. One OAC is not a prerequisite for the other; the courses may be taken in either order or concurrently.

COURSE PLANNING

Each OAC must reflect a balance of the four language skills and include all the objectives outlined in this guideline, all the communicative concepts, the basic grammatical content specified for the OAC, and a selection of cultural topics. The reading material selected for study is the integrating factor in the organization of each course. Discussions, writing

assignments, cultural topics, and topics for independent study will all be derived from this material, so that the course constitutes a coherent whole.

In schools where it is possible to offer two OAC credits in the same year, individual students may be advised as to which course will best meet their needs. In most schools, however, the demand for a second OAC will not be large enough to warrant the scheduling of a separate class. In order to give students the opportunity to take two OACs, schools can offer two different OACs (each with its own distinct code) in alternate years or semesters. They can combine in one OAC students who are taking that course as their first or second OAC, provided that the reading materials, oral and written assignments, and cultural topics are new to all students. The new work that students do in either course will increase their knowledge and language competence.

AIMS

The principal aim of the OACs is to develop students' communication skills in the international language being studied. In addition, the OACs will contribute to the effort across the total curriculum to foster the exact use of language and the orderly presentation of ideas. These courses will enable students to refine and polish the knowledge and skills they bring to the OACs in order to attain the highest level of achievement that their background permits.

OBJECTIVES

The objectives listed on pages 10 to 12 of this guideline are all relevant to the OACs; once introduced, an objective continues to be valid in subsequent years.

CONTENT AND LEARNING EXPERIENCES

Students entering an OAC should have sufficient oral and written skills to be able to:

- understand the teacher and their peers;
- contribute and respond in the language;
- convey the general sense of a thought by skilfully manipulating the structures and vocabulary at their disposal;
- read for global comprehension, inferring the meaning of a few new words;
- use a dictionary effectively;
- prepare assigned pages of reading and retell events.

Learning experiences in an OAC will, for the most part, be integrated language activities in which the four language skills are interwoven. OAC activities should centre on content that offers opportunities for stimulating and thought-provoking discussion, scope for interpretation and the expression of opinion, and student choice of topic and treatment wherever the objectives and available materials permit.

In an OAC, students will have the opportunity to extend their listening, speaking, reading, and writing skills in the international language. Students should have as many opportunities as possible to communicate with a real audience: for example, through visits to hospitals or senior citizens' homes, through contact with heritage language classes, or through contact with other members of the local language community.

Translation will be used only when necessary to clarify structures in which interference from English occurs; skill in translation is not an objective of the OACs. Students' ability to use specific structures in communication will be reinforced through guided composition. Dictation will be used to develop their listening comprehension and accuracy in writing.

Listening and Speaking

Classroom activities must be conducted in the language being studied so that students can practise and develop listening and speaking skills. Students are expected to:

- participate in daily classroom interaction. A balance of large- and small-group oral activities should be used;
- take part in dramatization and role playing;
- listen and respond both to material prepared specifically for the course and to selected authentic material;
- lead a group discussion;
- report to the class the conclusions reached during a group discussion;
- present orally the required independent assignment;
- interact with the teacher in at least one formal interview.

Evaluation of students' achievement will reflect the importance placed on the development of listening and speaking skills (see the section on evaluation, page 38).

Reading

OACs in international languages provide a transition between the directed reading that students have experienced in previous years and the independent reading that is required in university. OACs provide students with opportunities to become more confident readers by offering them a variety of works of different genres that relate to their experience. Some student choice should be allowed in extensive reading and, where possible, in intensive reading.

Intensive reading, with the aid of a dictionary, will provide experience in the careful study of specific materials at the instructional level, with attention paid to details of content, expression, and meaning. This reading, guided by the teacher, leads to classroom analysis and discussion and to a variety of assignments.

Extensive or supplementary reading is an individual activity done outside class, after preliminary direction from the teacher. Students should develop the ability to read quickly for general comprehension, relying less and less on the dictionary. A variety of materials appropriate for independent reading should be provided so that students can choose reading selections that interest them. Teachers may concentrate on those sections of works that they regard as most appropriate for intensive study and assign the other sections for extensive reading. Evaluation of extensive reading may be through oral or written assignments.

While specific texts are not prescribed provincially, materials should include:

- selections from at least two genres;
- works written in the twentieth century;
- material that reflects the current culture of speakers of the language;
- Canadian material, where it is available.

Students will read intensively a minimum of 100 pages and extensively a minimum of 100 pages. Where the characteristics of a particular international language require an alteration in these requirements, that change should be justified in the course of study. All reading materials must:

- be relevant to students' experience and appropriate to their language competence and their level of thinking;
- have the potential to contribute to the development of students' language skills and provide some opportunities for thought-provoking discussion;
- contain readily identifiable elements that are characteristic of good writing;
- use language that is appropriate for students' active vocabulary;
- have potential for a variety of follow-up activities;
- be of an appropriate length to maintain interest and to permit balance in the course;
- complement students' reading throughout their secondary school program in the language.

In selecting reading materials, teachers should consider the materials' cultural content, their thematic relationship to other works in the course, and the way in which they complement works previously

studied. Films, plays, and television programs that could be used in conjunction with a work should also be considered.

Writing

In an OAC students should develop the ability to write clearly and accurately within the scope of their knowledge of the language. In order to write with a sense of purpose, they must be able to perceive the assignments as related to the rest of the course; it is recommended that writing assignments evolve naturally out of the course's reading materials and cultural studies.

Students learn to write by writing. The assignments should consist, for the most part, of four- to five-sentence responses or brief creative writing tasks. Initially, students should write during class time when the teacher and peers are available for assistance. Introductory brainstorming will help students to think in the language; editorial assistance will help them to polish their drafts. Students will keep a collection of all their writing assignments and will revise and edit samples for evaluation. Teachers are not expected to mark all written work in detail; selected pieces will be fully evaluated, but others can be given a less detailed assessment to give students a general impression of the quality of their work. Students are expected to:

- practise expository, descriptive, and narrative writing in a variety of forms, such as compositions, reports, poetry, journal entries, and letters;
- write at least four short assignments (80–100 words) and one longer assignment (200–400 words) for evaluation purposes;
- share written work with their peers for reaction before editing and revision;
- edit and revise written work before submitting it for evaluation;
- write at least one assignment for a real audience: e.g., a presentation for another class, a storybook for elementary students, a letter to a pen pal, a piece for the school newspaper or yearbook, or a letter to an institution or publication that uses the language they are learning.

Culture

The cultural content for OACs is not prescribed; it will consist of topics derived from the reading selections being studied and of topics related to the course. The teacher will select a range of topics to allow for some student choice. Students should become aware of the various manifestations of the target culture in Canada and in the world and develop an appreciation of some aspects of the culture.

Each student must research, individually or as part of a group, one aspect of the target culture and report on the findings orally or in writing. Students should choose their own topics in consultation with the teacher and the teacher-librarian. This work can be a longer composition, a group assignment, or the independent assignment and thus constitute one of these requirements.

The teacher should provide a selection of cultural assignments that relate to each other and to the course, so that students can take an interest in other students' assignments and achieve some breadth and depth of understanding through each other's work. The teacher should make sure that resources on the topics selected are available either in the language department or in the library resource centre. A cultural assignment should:

- be appropriate to students' experience, maturity, and language competence;
- provide students with the opportunity to work with materials intended for native speakers of the language;
- stimulate students' curiosity and increase their understanding of experiences humans share;
- expose students to representations of the culture that go beyond stereotypes and that include a variety of target-language communities.

Independent Assignment

The ability to work independently is a valuable skill and one that is essential for university work. Students must prepare one independent assignment, chosen in consultation with the teacher, to be presented orally and to be evaluated. The content should complement the reading, or themes, or cultural studies of the course, so that the presentations are of benefit

and interest to all. Students are expected to prepare a talk of about five minutes, to be delivered using only point-form notes as cues, and to use support materials to maintain interest. A portion of the mark is to be given to the skill in speaking demonstrated by the student.

The listeners should be prepared to ask questions and make comments following the presentation. In this way all students will increase their involvement and enhance their communication skills.

Summary of Requirements for the OACs in International Languages

Listening and Speaking

- daily classroom interaction
- large- and small-group work
- dramatization/role playing/simulation
- listening and responding to prepared and authentic material
- leading and reporting group discussion
- oral report on independent assignment
- interview

Reading

- intensively: 100 pages
- extensively: 100 pages
- selections from at least two genres
- material for independent assignment and cultural research

Criteria

- balance of genres
- some material from twentieth century
- language suitable for active use
- cultural content
- thematic interrelationship
- balance with earlier studies
- current Canadian material, where possible

Writing

- exposition, description, and narration in a variety of forms: compositions, reports, poetry, journal entries, letters
- outline for oral independent assignment

- four shorter compositions and one longer composition, edited and revised for evaluation
- at least one assignment for a real audience

Culture

- awareness of the target culture in Canada and in the world and appreciation of some aspects
- one research report, oral or written

Criteria

- contemporary, authentic sources
- eleven suggested topics
- interrelationship of topics within the course
- variety of social contexts

Communicative Concepts

- facility within ten concepts
- ability to perform language functions

Vocabulary and Grammar

- basic vocabulary for communicative concepts
- useful words from reading
- skills in word analysis, inferring meaning, circumlocution, dictionary use
- generic terms
- knowledge of appropriate grammar

EVALUATION

Assessment must be directly related to program objectives and based on classroom practice. Since the learning experiences will be, for the most part, integrated language activities, students' achievement will be evaluated in contexts that require combinations of skills.

Students will earn marks by demonstrating their ability, orally and in writing, to understand the language and to express themselves in it. Both prepared work and impromptu expression should be assessed.

In the evaluation of their expression, students should not lose an inordinate number of marks for grammatical inaccuracies; a maximum of 20 per cent of the marks the student has earned may be deducted for spelling errors and errors of form. Students must, however, be able to manipulate the components of

the language with accuracy. A percentage of marks is allocated to direct testing of grammar. The marks allocated to language knowledge, whether in oral or written tests or in an examination, should not exceed 15 per cent of the total for any term, semester, or year; the majority of marks are assigned to language knowledge demonstrated in communication. The independent assignment receives 10 per cent of the final mark: 5 per cent for the content and 5 per cent for the oral presentation.

Students taking an international language OAC must write at least one formal examination. Those students who have been identified as exceptional and for whom an IPRC has established alternative evaluation procedures may be exempted from this requirement.

The allocation of marks on the examination must reflect the four skill objectives of the course: listening comprehension, oral performance, reading comprehension, and writing performance. Marks for listening and speaking must be incorporated into the examination mark, although these skills may be assessed at a different time. However, the mark for the independent assignment will not be incorporated into the examination mark; it is assessed separately.

The final transcript mark for an OAC will be calculated as follows:

– listening and speaking in integrated activities	35%
– reading and writing in integrated activities	40%
– language knowledge tested directly	15%
– independent assignment	10%

The total mark assigned for any report card must reflect the same balance, exclusive of the allocation for the independent assignment.

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MINISTRY OF EDUCATION CO-ORDINATORS

Anne-Marie Caron-Réaume, Centre for Secondary and Adult Education

Roy Jackman, Curriculum Branch

Robert Millette, Centre for Secondary and Adult Education

Helen Mitchell, Centre for Secondary and Adult Education

Dianne Pennock, Centre for Secondary and Adult Education

PROJECT COMMITTEE

J. Alvin Boyd, Emeritus, University of Western Ontario

Ronald J. Cornfield, Etobicoke Board of Education

Howard Hainsworth, University of Toronto

Telli Kahara, Lakehead Board of Education

Suzanne Majhanovich, University of Western Ontario

Anthony S. Mollica, Brock University

Renée Taillefer, Ministry of Education

Rebecca Ullmann, Ontario Institute for Studies in Education

Wendy Wright, Toronto Board of Education

WRITERS

Ileana Berthoty, London and Middlesex County Roman Catholic Separate School Board

Patricia Bielert, Etobicoke Board of Education

J. Alvin Boyd, Emeritus, University of Western Ontario

Marcel Danesi, University of Toronto

Jack Harryman, Toronto Board of Education

Peter Liu, Toronto Board of Education

Suzanne Majhanovich, University of Western Ontario

Anne-Marie Nigro, Metropolitan Separate School Board

Roswitha Seliger, Toronto Board of Education

Rebecca Ullmann, Ontario Institute for Studies in Education

ADVISORY COMMITTEE

Robin Benmergui, Peel Board of Education
Peter Bly, Queen's University
Brian Brocklehurst, Muskoka Board of Education
Maria Collier, University of Toronto Schools
Wendy Lawrence, Oxford County Board of Education
Isidoro Magi, Toronto Board of Education
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Damian Solomon, Huron County Board of Education
David Stewart, Trent University
Anthony Succi, Metropolitan Separate School Board
Joseph Turko, York Region Board of Education
Anne Urbancic, University of Toronto
Hermine Wekerle, Metropolitan Separate School Board

RESOURCE PERSONS AND VALIDATORS

Diego Bastianutti, Queen's University
James Burke, University of Toronto
Emil Dolphin, Lakehead University
Robert Farquharson, University of Toronto
Raffaella Maiguaschca, York University
H.H. Stern, Ontario Institute for Studies in Education
Janice Yalden, Carleton University

Photographs on cover and on pages 13, 23, 27, and 33
by Paul J. Hoeffler, Toronto
Photographs on pages 3 and 19 by Birgitte Nielsen, Toronto

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